

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MD6

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Christopher Todd Hall

Official School Name: Pocomoke Elementary School

School Mailing Address: 2119 Pocomoke Beltway
Pocomoke City, MD 21851-3025

County: Worcester County State School Code Number*: 1

Telephone: (410) 632-5130 E-mail: cthall@mail.worcester.k12.md.us

Fax: (410) 632-5139 Web site/URL: http://worcesterk12.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jon Andes Superintendent e-mail: jmandes@mail.worcester.k12.md.us

District Name: Worcester County Public Schools District Phone: (410) 632-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Robert Rothermel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12MD6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12MD6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
(per district designation): 4 Middle/Junior high schools
4 High schools
1 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 14605

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	33	37	70		6	0	0	0
K	34	32	66		7	0	0	0
1	50	44	94		8	0	0	0
2	39	41	80		9	0	0	0
3	35	50	85		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								395

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
42 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
44 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 16%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	36
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	62
(4)	Total number of students in the school as of October 1, 2010	396
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 4%
 Total number of ELL students in the school: 17
 Number of non-English languages represented: 6
 Specify non-English languages:

Arabic, Chinese, Malayalam, Panjabi, Spanish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 65%

Total number of students who qualify: 253

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>17</u>	<u>2</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>69</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Pocomoke City, a small rural community on the Eastern Shore of Maryland, borders Virginia on the Delmarva Peninsula. Captain John Smith was the first recorded European explorer who traveled through this region in 1608. The riverside town, founded on land originally inhabited by an Algonquian tribe, was given its name in 1878 with a tribal translation of “muddy” or “dark waters.” Following the Civil War, the local Sturgis One-Room Schoolhouse for African-American students in grades one through seven, was established and operated from 1888 to 1937. The intricate restoration of this schoolhouse is testimony to the community’s desire to preserve its place in history and its ongoing interest in the education of its youth: past, present and future.

Residents of Pocomoke City have historically demonstrated pride in community schools, businesses and area attractions. Advertised as The Friendliest Town on the Eastern Shore, Pocomoke City is representative of many diverse lifestyles. The school community is composed of large outlying tracts of farmland, residential subdivisions outlining the town, and subsidized housing within the downtown area. Some parents sustain professional careers with employment as NASA scientists, engineers, doctors, lawyers, bankers and educators. Others are small business owners, factory workers in local poultry processing plants and watermen. With a 16.5% unemployment rate, families are experiencing hardships with 13.6% living below poverty level. Approximately 60% of our school’s students live in single parent homes. The downtown area of Pocomoke City is a federally funded “Hot Spot” zone, due to drug and criminal activity. Pocomoke Elementary School’s student population represents diversity in ethnicity, culture, language and economic status. Approximately 65% of the total student population qualifies for Free and Reduced Meals (FARM); 10% are disabled students and 4% are limited in English proficiency. Minority students compose 56% of the student population, whereas 44% of the students are Caucasian.

The mission of the three Pocomoke City Schools, an enthusiastic rural learning partnership of parents, educators, and community agencies, is to empower all students to meet rigorous academic standards and to develop into responsible, involved lifelong learners who can excel in their endeavors, contribute positively to their society, and fulfill their personal dreams. This mission is for all students, regardless of race, gender, learning disabilities, or socio-economic status.

Pocomoke Elementary embraces our changing society and maintains flexibility among staff, strategies, procedures, expenditures, programs, interventions and response to ongoing change in the individual needs of the student population. Having implemented an ongoing “reappraisal” approach among faculty, staff and administration, PES has achieved a phenomenal increase in student academic performance propelled by the energy and support of the entire school community. Our culture for learning at Pocomoke Elementary focuses upon the need for continued reflection upon our successes and challenges with ongoing dialogue regarding continued improvement. It is with this dedication and perseverance that we look to the future to continue in our efforts to meet the needs of our students through daily adherence to school wide norms for success: periodic student work reviews, individual student plans for success, formative assessments, professional development, daily classroom objectives posted in content standard language, daily team collaboration, parent involvement outreach, full inclusion and consistent implementation of the Positive Behavior interventions and Support (PBIS) Framework. Following a six-year implementation of school wide norms and the “reappraisal” approach, Pocomoke Elementary transformed from a fearful situation whereby the school repeatedly failed to meet yearly student achievement expectations to a phenomenal situation where students achieve the high yearly academic expectations set for all despite economic, cultural and language disparity. PES has received recent national, state and local recognition for establishing and maintaining systemic school change in the area of student academic achievement. The most recent 2011 Maryland School Assessment results indicated that 100% of all third grade students were proficient or advanced in the area of mathematics, with 78% advanced. In reading, 97.4% were proficient or advanced, with 40% demonstrating advanced

performance. In 2010, PES was honored as the first school in Maryland to be recognized as a Panasonic National School Change Award Winner demonstrating significant change in student academic performance. Pocomoke Elementary was honored as the first elementary school in Worcester County to be named a National Title I Distinguished School (2011) for sustained student achievement. Earlier in this school year, PES was recognized by the Maryland State Education Association as a second place winner among 40 statewide applicants in the Closing the Gaps Contest. Recently, Pocomoke Elementary was named a 2012 Maryland Blue Ribbon School. Prior recognitions include yearly highest ranking PBIS honor, Green School Awards, Promising Practices Character Award and the 2011 Silver Hammer Award for a safe and clean school building and campus.

1. Assessment Results:

The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP), the method by which Maryland tracks academic progress and makes accountability decisions. The Annual Measurable Objective (AMO) is a standard, set by our state, with a yearly increase in performance and attendance expectations. For example, in 2011, at least 83.6% of Pocomoke Elementary students were required to perform at the proficient or advanced level on MSA Reading, while 85.7% or more needed to achieve at that same level on MSA Math. By meeting or exceeding the AMO standard, the school has then met AYP. Our ultimate goal, by year 2014, is that 100% of students assessed will perform at proficient or advanced levels. Schools, districts, and the State of Maryland seek student achievement demonstrating AYP in reading and mathematics, with science added in the upper elementary and middle school grades. Adequate Yearly Progress must be achieved, not only among the aggregate, but also within eight demographic subgroups: African-American, American Indian, Asian/Pacific Islander, Hispanic, White, Limited English Proficient, Free and Reduced-Price Meals, and Special Education. Reading and mathematics achievement is measured by the Maryland School Assessment (MSA) and the Alternative Maryland School Assessment (ALT-MSA) for students with profound disabilities. The Maryland State Board of Education developed performance standards of basic, proficient, and advanced for both the MSA and ALT-MSA: proficient indicating an acceptable achievement level; advanced, a significantly higher level of performance. The Maryland School Assessment (MSA) is a test of reading and math achievement, administered yearly in grades 3 and 8, that meets the testing requirements of the federal No Child Left Behind Act. The test includes both selected and constructed response items measuring basic and higher level thinking skills.

A. Worcester County benchmark assessments are designed to determine student performance levels within the content areas, while introducing students to necessary test-taking strategies in a Maryland School Assessment (MSA) format. Beginning in Pre-K, students are presented with higher level thinking questions, within their developmental level, regarding concepts introduced. Teachers introduce support text material with increased text complexity. They model thought processes needed through implementation of "think aloud" comprehension strategies to help students respond to questions, solve problems or complete extension activities. As students progress through the grades, they are presented with multiple opportunities to problem solve, respond to content area questions presented and justify answers following consistent teacher modeling, guided practice and independent practice activities. The assessment norm at Pocomoke Elementary, for the most struggling learner, is an academic performance of at least 70% on any given assessment. Students performing even slightly below this standard are identified as "at risk" for not meeting grade level expectations. These struggling students are identified during administrative student work reviews of academic portfolios, classroom assessments, formative assessments, county benchmarks and daily teacher observations. Options available for these students include a referral to the Instructional Consultation (IC) Team whereby a colleague works with the classroom teacher to devise innovative strategies to address individual student needs, or daily small group instruction opportunities offered by additional highly qualified teachers and/or administrators for remedial sessions in reading and/or math. In addition to careful daily monitoring of academically "at risk" students, those who are currently performing well within the proficient range, are challenged to achieve at the advanced level. The current PES school wide norm of student success focuses upon a goal that 70% or more of our student population performing at the advanced level in reading and math, while 30% achieves the proficient level. This goal is reviewed and heightened yearly by our leadership Accreditation for Growth (AFG) Action Team following a careful review of student performance data and consideration of trends over time.

B. Between the years 2006-2007 and 2010-2011, Pocomoke Elementary third graders demonstrated a 16.4 percentage gain in reading performance on the MSA, increasing from 81% to 97.4%. During the

2010-2011 MSA administration, 40% of PES students performed at the advanced level in reading. Assessment scores suggest a phenomenal gain in student achievement given the daily life struggles of our community population. Frequently, each student's performance contributes to more than 1% of the school's overall score due to a small third grade population. Specific demographic subgroups have replicated success similar to the school testing population at large: The FARMS subgroup faced a reading achievement gap of 9% in the school year 2006-2007. To date, the gap has decreased to 1.2%, with 32.7% of the FARM students performing at the advanced level. The African-American population indicated an earlier reading achievement gap of 11%. It has since declined to 3.6%, with 21.9% performing at the advanced level. Factors attributing to this improvement include daily small group guided reading sessions, increase in text complexity, teacher led "think aloud" comprehension strategies, increased nonfiction genre selections through the Love of Reading Project, formative assessments, and team level collaborative planning.

The disparity in math was significantly more critical. Students scoring at the proficient or advanced level on MSA in mathematics have demonstrated a 24 percentage point advance, moving from 76% in 2006-2007 to 100% in 2010-2011. Most recently, 77% of our third graders performed at the advanced level in math. One of our school initiatives believed to be most crucial to this dramatic rise in math scores is the school wide use of formative assessments. Regularly administered formative assessments provide data indicating student mastery of the skills recently taught. Results of formative assessments are shared and reflected upon during grade level collaborative planning sessions. Teachers generate remedial strategies that may address student difficulty and suggest extension activities to challenge accelerated learners. The IC Model of colleague support, for teachers needing suggestions for modestly achieving students, has also proven extremely valuable in promoting student achievement in math. FARM students previously indicated a math achievement gap of 10% which has currently narrowed to 1.9%, with 73.1% of them performing at the advanced level on the 2010-2011 MSA. The African-American population experienced an initial achievement gap 13% which has currently declined to 3.1%, with 71.9% of those students performing at the advanced level. PES students have earned respect county-wide for their diligence in effort and positive attitude resulting in significant academic gains in both reading and math.

Administrative –lead student work reviews, ongoing classroom observation, formative assessments in reading and math, teacher collaborative planning sessions, data driven decision making, IC Model for teacher instructional support, and school wide instructional strategies applied in grades Pre-K through third have assisted students in their significant gains in academic success. Individual Plans for Success, written for students who perform below grade level in reading, writing, and/or math, are written and reviewed quarterly by the classroom teacher and administrative team. Through data driven decision making and flexibility in meeting individual student needs, PES has virtually eliminated the academic achievement gap among various subgroups. In the last 4 years, the greatest gap between the performance of FARM and African-American students as compared to the total population was a disparity of 5%. Through student-centered discussions and data-driven instructional decision making, student achievement has accelerated at a dramatically consistent pace. The administration, faculty and staff at Pocomoke Elementary are dedicated to continued student progress as expressed in our school motto: Every Child Achieving, Every Adult Contributing. Pocomoke Elementary has proven that significant academic success is the expectation for every student regardless of economic, cultural or ethnic diversity and that 100% of all students can achieve at proficient or advanced levels despite numerous personal hardships, if the school community is focused and committed to this ambitious goal.

2. Using Assessment Results:

Precision in ongoing data collection, analysis and interpretation at Pocomoke Elementary enables purposeful data-driven instructional decision-making celebrating student strengths and addressing individual needs of every student, every day. The administrative team (principal, assistant principal, curriculum resource teacher and guidance counselor) in collaboration with grade level instructional teams, monitor disaggregated performance data collected from the Performance Matters online database, School Wide Information Systems, Maryland School Assessment, Cognitive Test of Basic Skills, Gates-

MacGinitie Reading Test, Emerging Literacy Survey, reading and math county benchmarks, formative assessments, SuccessMaker Math Lab, Student Performance Reports, classroom assessments, grade level curriculum checklists, student work portfolios and technology proficiency checklists. Grade level instructional teams composed of general and special education teachers meet daily for a thirty-minute collaborative planning session to review and reflect upon current levels of student performance based upon current data collection. As a result, the instructional teams make timely informed decisions regarding necessary differentiated instructional strategies required to immediately address specific academic needs of individual students ranging from the modestly achieving to highly accelerated learners. The administrative team confers with each teacher quarterly to discuss individual student performance and progress made toward mastery of academic goals targeted in Individual Student Plans for Success created for students not yet achieving grade level performance. The administrative team also conducts periodic student work reviews examining each student's reading and math portfolio to monitor and discuss student performance. Individual feedback is provided to both classroom teachers and students. Classroom teachers are also provided the opportunity to work collaboratively with district supervisors and coordinators to plan, design, implement and review results of reading and math county benchmark assessments. Student's performance is monitored throughout their years at PES in efforts to monitor trends, patterns and concerns for specific subgroups. All teaching and paraprofessional staff share in the ownership of student performance on all state and district-wide assessments. Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy and mission. Assessment results are analyzed with appropriate frequency and rigor. Assessments are used to make decisions regarding allocation of resources including school budget, instructional resources and the Title I budget. Current assessment data and precise, timely interpretation provides invaluable information essential in determining appropriate instructional, remediation and extension activities to meet the needs of all PES learners. Student self assessment of learning and performance is encouraged early in each student's educational career to enable all students to monitor his/her learning process and to accept responsibility in meeting grade level expectations.

Student assessment methods and content area instruction encompass developmentally appropriate social, emotional, physical, cognitive and language goals based upon individual student needs of a diverse population. Assessments consider research-based information regarding childhood development as monitored in early childhood by the Maryland Model for School Readiness. Daily classroom observation and ongoing assessment data collection provide valuable information for families whose children may indicate need for further evaluation. Referrals to specialists are based upon early identification of possible disabilities and health concerns. By considering the needs of the "whole" child, we are ensuring the academic success of every student and our school.

Ongoing celebration of student success is publically recognized through the selection of grade level student Writers of the Month, Mathematicians of the Month and Awards Assemblies. In addition, Positive Behavior Referrals, Student Work Review Administrative Comment Cards and Term Progress Reports serve as a strong and positive communication tool between home and school. Individual student performance is provided for parents in home reports and letters for both CTBS and MSA with sensitivity given to specific languages spoken in our ELL households. School-wide performance is published in local newspapers and school newsletters.

3. Sharing Lessons Learned:

As a result of significant school change that resulted in dramatically increased student achievement, PES was selected as a 2010 Panasonic National School Change Award winner. The Panasonic committee honors those schools that have demonstrated a significant systemic change from underperforming to exemplary student academic performance. PES was one of six schools recognized annually based upon 16 distinct criteria, one of which is student performance on the state assessment. As a winner, PES participated in a major research project targeting the identification of best practices and initiatives which have resulted in its significant school change. Through this project, PES became a model for schools in need of change. In July 2010, the principal and a faculty member representing the school leadership team

presented Pocomoke Elementary School's "Change Story" at the National Principals' Leadership Institute at Teachers College, Columbia University in New York City. The audience included superintendents, principals, assistant principals and teachers from across the country, many of whom were searching for ways and means to achieve school change. Pocomoke's "Change Story" shared initiatives that contributed to a culture of learning that focuses upon the need for continued reflection on success and challenges, with ongoing dialogue among school stakeholders regarding continued improvement. PES shared specific initiatives to achieve goals in the areas of academic achievement, character education, technology proficiency and parent involvement. Such initiatives included data-driven decision making, school wide academic norms, daily collaborative planning among all grade level teams, cross grade level collaboration and vertical articulation, positive behavior intervention and support, technology proficiency, rigorous data-supported staff development and combined parent/child workshops resulting in the academic success of each of our students. As the first school in the State of Maryland to be honored as a Panasonic National School Change Award Winner, Pocomoke Elementary attributes its student success to the dedication of our parents, students, teachers, paraprofessionals, school system leadership and overall school community. During the presentation, the question/answer session provided school leaders the opportunity to seek specific information relative to needs of individual schools. School wide norms including staff development, formative assessments, student work reviews, individual student Plans for Success, consistent school wide use of content and standard based vocabulary through posted daily objectives and implementation of the Positive Behavior Intervention and Support Framework were shared. Presentation feedback included one NYC high school principal's commitment to immediately pilot his school's leadership based upon the school norms and change initiatives implemented at PES. Pocomoke Elementary's success story was recently documented in the 2011 MSEA publication, Closing the Achievement Gap: We Make a Difference. PES has provided in-county staff development sessions in support of student achievement and test-taking skills for a neighboring community school. The staff development was provided by a third grade special education teacher who presented strategies proven successful at PES which could easily be adapted for the curricular expectations of middle school grades.

4. Engaging Families and Communities:

Faculty members work collaboratively with students, parents/extended family members and school community stakeholders to communicate current data regarding student performance, develop and share relevant strategies to support ongoing student progress and provide feedback regarding the success of strategies implemented. Families are an invaluable source of information and insight regarding the learning process, motivation and life experiences of our culturally and economically diverse student population. PES has developed a significantly important parent and community outreach program including: Open House, Parent Conference Nights, Fall and Spring Festivals, Field Day, School Improvement Advisory Committee, Pocomoke Strategic Planning Council representation, Project Intervene Parent Workshops, Dads'-Grandparents'-Mothers' to Lunch dates and parent/community workshops provided by the home/school community facilitator. Specific communication with families regarding student progress in learning and performance is regular, productive and meaningful. Home-school community correspondence includes: Worcester County Public Schools (WCPS) Website, Homework/Event Hotline, Parent Handbook, Title I Brochure, Monthly School Wide Newsletter, Weekly Grade Level Newsletters, Parent Compact and My Day Correspondence Forms which regularly travel from school to home with opportunity for follow-up comments and conferencing. Data from state standardized academic, county level and school-based assessments are shared with parents regularly through MSA and CTBS reports, as well as through parent-teacher conferences, term progress reports and the school-wide newsletters. Each afternoon, two area churches open their doors to welcome teachers, volunteers and parents in an after school reading and math instruction program for grades 2 and 3. Kindergarten and first graders are invited to participate in after school academic and character education academies. As an Action Plan Goal (APG), PES has dedicated significant time and resources to procure substantial parent involvement through implementation of innovative approaches to entice and engage families in becoming their child's first and best teacher. The leadership team decided to "take our show on the road" by arranging parenting workshops off campus within the heart of the Pocomoke community. Presenting parent workshops off-campus, providing babysitting and a light meal, scheduling multiple

times for information delivery during the day and evening, and meeting parents in a non-threatening environment procured the trust of parents most in need of skills and strategies to support their struggling learners. By easing the tension and establishing a rapport off campus, a bond with the FARM population was established that eventually found its way into the school building. Our two Pupil Personnel Workers labor tirelessly as warriors for our community schools and provide a vital link between education and our most economically deprived families. These school representatives meet with parents and students to stress school attendance, graduation requirements, adequate living conditions and health maintenance. The Family Connections Facilitator provides hands-on support to families through tutoring of students and/or parents, counseling regarding family matters, educating in the importance of basic family needs, how to provide for children, as well as, assisting as a trusted friend during difficult times. This individual maintains off-campus parent/family workshops where she distributes donated clothing, provides dinner and schedules guest speakers who address family issues including good nutrition, gang and drug awareness as well as pressing educational issues. The Curriculum Resource Teacher delivers presentations addressing such education issues as “Helping Your Child to be Successful in School and Accountability and Testing.” Parent involvement continues to grow, with the end result being academic success for all students.

1. Curriculum:

PES provides an effective educational program encompassing a well planned and executed curriculum delivery with exemplary instructional techniques. Standards, curriculum, instruction and assessment are aligned as tightly woven components of student success at PES and determining factors in the overall school experience. Currently directed by the Maryland State Curriculum, we are proactively taking necessary steps for transitioning to the content and process standards of the Common Core State Curriculum.

English/Language Arts: A balanced literacy approach is delivered with the use of a reading anthology, as well as, supplemental informational, non-fiction and fiction text to support growth in reading processes, comprehension of informational and literary text, writing, speaking, listening and controlling language. Multiple genres are used to support student growth in phonemic awareness, phonics, fluency, reading comprehension and word meaning. Daily 30-minute collaborative planning provides teachers with the opportunity to share enrichment, remedial strategies and resources including the Wilson Reading Program, Reading Milestones, SOAR, SIPPS, Read Naturally and Accelerated Reader. Pocomoke Elementary's Love of Reading Project offers over 16,000 titles for instructional classroom resources, as well as, material utilized as "shared reading" by parent and child in the home. Themed reading units offer the opportunity to use a transdisciplinary approach with integrated instruction enabling students to make connections across the content areas, transfer information learned and begin practical application.

Science: This inquiry-based curriculum is frequently integrated within the English/Language Arts component, using not only the science text, but multiple nonfiction selections from the Love of Reading Project. Both kindergarten and first grade utilize classroom discovery centers where students interact with hands-on manipulatives in support of science standards: skills and processes, Earth/space science, life science, physics and environmental science. All grade levels participate in the "discovery approach" to scientific learning and are encouraged to "think like a scientist." As in math, students are expected to share and defend their hypotheses, yet maintain "openness" to the reasoning of others. Classroom lessons are enhanced by the Merlin Science Van which travels from school to school housing materials complimentary to the grade level science curriculum including actual lab experiences. Second and third grade students participate in the "Science Lab" where hands-on lessons now reflect the Science, Technology, Engineering and Math (STEM) approach of the Common Core State Standards.

Math: The math curriculum employs the "discovery approach" to learning by using hands-on math manipulatives. Students are encouraged to explain and defend how they solved a mathematical problem, yet reach an understanding that there may be multiple ways of solving a given problem. The eight Common Core State Mathematical Process Standards were implemented during the 2011-12 school year throughout all grade levels. Teachers model the process standards in the early grades, utilize common vocabulary across grade levels and encourage student implementation and explanation of the process standards as developmentally appropriate. The Touch Math Program is also utilized as a research-based program proven successful for our students. Supplemental nonfiction text featuring a specific math skill is often used in the introduction of a new math topic, encouraging listening comprehension skills, building student interest and providing a real-life application of the skill presented. Integrated within the math curriculum, yet combined with social studies, students also participate in lessons of "Economic Literacy" as they continue to learn across the content areas.

Social Studies: This curriculum targets political science, people of the nation and world, geography, economics, history and social studies skills and processes. Supplemented by the reading materials such as Time for Kids, those from the Love of Reading Project and the themed reading anthology, students focus upon such topics as communities, wants, needs and resources. Third graders investigate Native Americans, maps, globes with attention to our county's history and growth since the 1700s. The names of nearby towns and waterways are Native American in origin and have contributed greatly to the local economy and development. We have a unique opportunity to bring social studies to life due to the

historical richness of our area.

Media: Media center classes are offered to students weekly by our media specialist who reads from multiple genres, offering exposure and rich discussion regarding various authors, illustrators, techniques and strategies. The goal is to inspire an appreciation for reading among our students, with the anticipation that they will become lifelong learners. Our media specialist provides weekly instructional lessons across all grade levels complimentary to the English/Language Arts Curriculum. Students are encouraged to respond to higher level thinking questions and are provided with opportunity to use technology for self-expression while addressing the writing standards of the Common Core State Curriculum.

Technology: Our technology program addresses the student proficiency goal as depicted in our Accreditation for Growth Action Plan. As in the academic portion of the plan, activities, resources, facilitators and timeline for student technology proficiency is specified. A student technology proficiency checklist tracks growth in necessary skill development from PreK through third grade. Our technology coach assists teachers with technology available within the school: SMART Boards, document cameras, student response systems, Airliners, flip video cameras and wireless carts. In addition to computer access within the classroom, the technology coach offers keyboarding sessions for students as they prepare to access and utilize technology more efficiently as an early foundation for their ability to compete globally for further education or employment upon high school graduation. All students may participate in the Annual County Tech Fest featuring self expression through technology use.

Art: This curriculum includes a 30-45 minute weekly art session for students at each grade level. Students study artists in history, creation and the use of various media and techniques. Our art teacher strives to make each student an artist as students become involved with each component as determined by their own level of development. The art curriculum is divided among units of study that offer a unique dimension for experiencing art. The program at each grade level is sequential, balanced, and comprehensive in the kinds of experiences and opportunities offered to students at PES. Student creations are displayed in hallways throughout the school. The art teacher utilizes a discovery technique as students explore the various array of art supplies. Students are asked to share their creations and explain their technique using key vocabulary from the English/language arts curriculum enhancing their listening, speaking and language skills.

Physical Education/Health and Safety: Fundamental and creative movement are objectives of the physical education that we address through two weekly classes per week for students. The teacher works with students providing differentiated instruction as necessary to build coordination, balance and physical awareness through a variety of sport experiences. Safety is a priority, with proper use of equipment and safe interactions among children paramount. Instructional units address healthy choices: fitness, diet, strength, endurance and flexibility. Beginning in September of each year, students are issued a running card and encouraged to walk or run the track with friends during the recess period. Those who achieve a goal of 40 miles or more are invited to walk on the boardwalk in Ocean City, MD. By educating young children about healthy diet and exercise, it is possible that it will have a positive impact upon growth, development and adulthood. Basketball is offered as an after school academy to polish skills of the sport, as well as, good sportsmanship etiquette. Our physical education teacher also employs the same vocabulary terms in math and English/language arts lessons to support academic goals as she provides an exciting, energetic physical education program targeting the growth and development of the “whole” child.

Music: This curriculum offers instruction twice weekly to students in Pre-K through third with the intent to inspire music appreciation for all. Students experience basic concepts of music, listening and performance skills, basic keyboarding and instrument opportunities. Each student is invited to participate in a performance during one of four Parent Conference Nights in addition to our annual Winter and Spring Concert Productions. The music teacher offers an after school academy for our PES Chorus students who perform throughout the year in school wide and county events. As in other special area classes, our music teacher includes key academic vocabulary terms in her music instruction, hands-on discovery of the effects and impact of musical instruments and opportunity for students to create their own music, share and explain their craft. Our PES school song focuses upon the key components of our school mission including strong academic, character education and student responsibility goals. Classrooms of students perform the school song twice weekly during televised morning announcements. An invitation is extended for the entire school to “sing along” as an eagerly awaited and highly

inspirational, positive start to the school day!

Foreign Language: Our students receive Spanish instruction from a certified teacher one time weekly. This is an effort by our county to introduce foreign language to students at an earlier age. We share this teacher with another elementary school. During this time, the teacher gives our students the basics of the language in a fun and creative way, often having them produce little books or write biographies in Spanish.

2. Reading/English:

PES endorses a balanced literacy program culminating in successful, independent readers and life-long learners. Students are provided the opportunity to implement reading strategies with appropriately leveled materials introduced through guided and shared reading and teacher read alouds (three components of balanced literacy.) To read with confidence and fluency, independence must be attained in comprehension, decoding and vocabulary skills. The library media specialist allows time for student selection of books based upon personal preference encouraging student ownership in the reading process. Students are provided multiple genres with which to gain experience, familiarity and confidence in their ability to read independently. PES supports independent reading through four essential elements: text choice (multiple levels, topics, genres), strategies (toolbox of decoding/comprehension strategies), time (sufficient to reinforce reading importance), and personal reading goals (established during student/teacher conferences.) Our school wide expectation is that students grow in their reading ability and stamina thereby transitioning from learning to read to reading to learn. Running records, formative assessments, county benchmarks and teacher observation identify student strengths, challenges and personal interest.

Instruction provides practice with strategies, variety in genres, instruction in phonemic awareness, phonics, high frequency word identification, word meaning, reading fluency, comprehension, self-monitoring skills, making personal connections to text, concepts of print and visualization. School wide posting of strategy charts including “What Good Readers Do” and “Think About Comprehension Strategies” provide self-explanatory visual icons introduced, modeled and displayed beginning in pre-kindergarten. Daily guided reading sessions are provided using research-based information which promotes small group instruction as more effective than large group or one-to-one instruction. Manipulatives are promptly introduced to encourage tracking; visual focusing aids are utilized according to specific needs of individual learners. Student independence and ownership in reading progress is enhanced through ongoing opportunities to read independently briefly in two minute sessions initially and building to twenty minute sessions as students advance. Independent reading is followed by comprehension activities assessing student ability to read to learn. Based on performance data, teachers follow independent reading with modeling of “think aloud” self-monitoring approaches for comprehension of text. Teachers integrate increased text complexity to expand students’ application of prior knowledge, vocabulary and comprehension strategies to address higher level thinking opportunities. PES has piloted the Macmillan/McGraw Hill program for kindergarten themed instruction allowing reading and writing skills to be taught using a variety of resources and balance of fiction and non-fiction texts. The Houghton Mifflin Reading Program is scientifically research based program utilized in grades 1-3. As we transition to the Common Core Curriculum, a school wide reading norm mandates that a minimum of 50% of text across all content areas be nonfiction selections.

In a community struggling with crime, poverty and substance abuse, assessment data revealed reading deficits challenging the ELL, minority, disabled and FARM populations. Our Love of Reading Project targets literacy to increase resiliency among students faced with misfortune, while supporting all students in achieving academic excellence. This initiative numbering nearly 17,000 selections featuring nonfiction, fiction, math, phonics, science, social studies and bilingual texts provides families with continual opportunities to share in reading enjoyment. Teachers carefully select titles addressing individual student needs, books are read and discussed during guided reading sessions and transported home for shared reading and comprehension activity completion with parents. The 2011 MSA data indicated that FARM and African American subgroups achieving success advanced to 96.2% and 93.8% respectively.

3. Mathematics:

PES utilizes research-based instructional programs reflective of the transition to the Common Core State Curriculum. The Houghton-Mifflin Math Program was selected by WCPS as a resource addressing the Maryland State Curriculum in mathematics. A multitude of manipulatives are provided for students seeking information to determine required steps in problem solving. Instruction entails visual, auditory and kinesthetic learning style preferences. Teachers use a “think aloud” approach as they model math process strategies and operations necessary in procuring a reasonable solution. Teachers encourage student explanation and defense of steps/procedures used to obtain an answer. Numerous methods of deriving correct answers are presented and discussed to address learning style preferences. Daily guided math sessions support modestly achieving students while providing challenging activities for advanced students. Instructional strategies designed to support struggling students include the Touch Point Math Program, daily warm-ups, Every Day Counts activities and multiple approaches to problem solving. Student desks are adorned with adhesive number lines, charts, math vocabulary, operational signs and visual icons supporting brief constructed responses. Families are provided flash cards, math games and vocabulary cards to support student growth.

Twice weekly, students attend the SuccessMaker Math Lab to work on an individually paced math program. Weekly lab reports provide each student’s current performance level with homework generated specific to each student’s academic needs. PES has instituted 10-15 question formative assessments to determine lack of proficiency necessitating reteaching or remediation. Teachers correct problems in students’ mathematical thinking before incorrect procedure becomes routine. Formatives administered every 7-10 days result in the reinforcement of clear, logical mathematical thinking and problem-solving to alleviate potential deficits. The Love of Reading Project provides nonfiction selections supporting math concepts and creating a personal connection to the new skill presented. Smart Board Technology provides the means to address visual, auditory and kinesthetic learners and generate student interest in a mathematical concept with the availability of interactive lessons and internet access featuring math applications. Administration facilitates the infusion of the Eight Standards for Mathematical Practices (rewritten in kid-friendly language) during daily lessons to encourage students to “think about their mathematical thinking:” (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning. Explicit instruction and teacher modeling are presented to support comprehension of the meaning and application of each of the eight standards. Students identify the processes necessary in computing solutions given unfamiliar, as well as, typical math exercises.

4. Additional Curriculum Area:

PES utilizes Maryland State Standards for Social Studies supporting student acquisition of essential character development skills, an AFG Action Plan goal (Peoples of the Nation and the World Standards 2.0). Social Studies instruction entails collaborative planning to ensure inclusion of elements most relevant to students’ immediate lives: cultural/economic diversity and acquisition of basic needs (food, clothing and shelter). Responsibility for character development and delivery of quality instruction is owned by all school stakeholders, supported through our research-based Positive Behavior Interventions and Supports (PBIS) Program. This framework, a foundation of progressive discipline, enables adults and students to feel respected and valued as members of the school community. Our Second Step program infuses behavioral lessons into classrooms based upon monthly dissemination of discipline reports to faculty and staff. Specific infractions specifying grade, setting, and behavior are documented. Cumulative data is available for reflection upon trends. The Character Education Action Team facilitates expertise of the guidance counselor, wellness counselor, administration and faculty in addressing behavioral challenges. Grade level teams plan lessons, given respect for traditions and customs represented, and contributions of people past and present (Standard 1.0 Political Science). Students discuss, role play and implement social skills working collaboratively to achieve a common goal, often borrowing strategies

from other cultures. Our program includes modification, protection and adaptation of people to environments (Standard 3.0 Geography). PES educators and therapists have been educated in Resiliency Training to encourage young students to develop necessary protective factors to initiate a healthy response to significant misfortunes within personal lives. Standard 4.0 Economics, addresses the economic literacy component of the state curriculum providing discussion of goods, services, wants, needs, choices, natural/human resources, technological influence and its effects on the way people live, work and play. Standard 5.0 History, addresses historical events presented in informational selections accented with text features and photographs. Students compare past and present, determine similarities and differences, and make predictions regarding the current status of society.

Standard 6.0 Social Studies Skills and Processes, encourage development of content vocabulary, strategies for pre-reading, self-monitoring for understanding during and a means of enhancing comprehension after reading. PES utilizes this segment to pave the way for visual/written student composition of personal ideas in journals, narratives and letters (locating/retrieving documentation through primary/secondary sources). This connection links to the Maryland State Curriculum for Writing Content Standards, as well as, the Common Core State Standards for Written Expression. Political Science Standards offer educators opportunity to demonstrate the importance of rules in promoting fairness, responsibility, and privacy within school and community. Students are taught the importance of respecting people in community leadership positions. Lessons are taking a transdisciplinary approach to learning with integration of math (economics, measurement, data collection), social studies (preferences, rules, consequences) reading (comprehension, informative and persuasive writing) and science (geography, natural resources, prey/predator, life cycle, etc.) encouraging students to internalize responsibility for lifelong learning, contribution to society and fulfillment of lifelong dreams, our PES mission.

5. Instructional Methods:

Schoolwide norms, maintaining high academic expectations across grade levels, communicate a standard of optimal achievement for all students. Middle States Association Standards Surveys, distributed annually, obtain instructional input from parents, faculty, staff, community, and business partners. Beginning in pre-kindergarten, behavioral and content standard vocabulary is modeled to communicate expectations and instructional information. Critical thinking strategies are modeled by pre-kindergarten teachers and reinforced throughout each grade with school-wide reference charts depicting clarifying visual icons. Collaborative planning provides opportunity to discuss successes, challenges, interventions and enrichment activities to meet the needs of learners. Instructional effectiveness is determined through monitoring student performance in: collaborative notebooks, administrative walkthrough forms, teacher evaluations, student work reviews, Individual Student Plans for Success, reading/math formative and county reading/math benchmark assessments, SuccessMaker Math Lab Reports, Lexile Reading Level, DRA, CTBS, MSA, High Frequency Word checklists, Emerging Literacy Survey, classroom assessments, objectives and evaluation tools. Proposed corrective actions for students performing below grade level, include collaborative reflection, quarterly Individual Student Plans for Success and student work review meetings examining: goal mastery, inclusive settings with special education, ELL and service providers support, data-driven instructional decisions, after school academic and character academies for kindergarten and first grade, as well as, the Project Intervene After School Remedial Program for at-risk second and third graders.

Instruction is differentiated to meet the diverse needs of individual students with modifications and accommodations as necessary. SMART Technology, document cameras, wireless labs, IPADs and student response systems accommodate student preferred learning styles, address special needs and challenge accelerated learners. PES instruction is a collaborative effort of grade level teams and specifically trained professionals: special educators, related service providers, ELL teacher, library media specialist, technology and SMART Board coaches, pupil service personnel workers, administrators, district supervisors and coordinators, special area teachers and parents. Students receive instruction in character education, visual and performing arts, physical education, technology and library science. The

Pupil Personnel and Family Connections Facilitators work as home/school liaisons encouraging students to reach optimal potential. The Curriculum Resource Teacher (CRT), Family Connections and Project Intervene facilitators strengthen home/school rapport forming partnerships seeking to enrich student lives through support of overall growth and performance. These educators provide parent training within the community, establish business partnerships, and provide staff development in cultural and learning style needs. Innovative teaching practices (problem-based learning, transdisciplinary instruction and discovery/inquiry based learning) have been effectively implemented. Universal Design for Learning strategies are implemented to support the needs of modestly achieving students. Teachers present and model multiple means to solve problems, establish small group instruction and model instructional strategies supporting all content area standards. Independent reading, Raz-Kids, Reading A-Z, Accelerated Reader, Reading Naturally, Pair-It Books and Wilson Reading Programs have been utilized to address specific reading difficulties. Science A-Z and the WCPS Merlin Science Van travels throughout the county to offer additional resources and the hands-on approach to scientific thinking. Student work is modified to accommodate student learning style preferences, developmental and academic performance levels. Paraprofessionals work diligently to establish student skill proficiency under direct supervision of teachers. Third graders receive tutorial lessons by the administrative team to support mastery of grade level skills prior to transitioning to the middle school. School wide initiatives (Love of Reading Program) target individual needs, addresses cultural/economic diversity and invites parent participation. Resources encompass manipulatives; written objectives; word walls; charts; graphic organizers; leveled readers; trade books; independent, paired and small group activities; higher level questioning; modeling; differentiation of instruction; dimensions of learning; Universal Design for Learning strategies and technology support.

6. Professional Development:

Sustained, high quality research-based professional development is derived from ongoing needs assessment analysis of student performance and teacher reflection. Teacher self-reflection reveals personal strengths and weaknesses. In-house staff development addresses educational concerns through training, implementation and reflection to enhance student achievement. Instructional Consultation, a colleague-facilitated teacher support, identifies differentiated instructional options for modestly achieving and/or behaviorally challenged students. Year-long professional development prepared PES to address needs of all learners as a full-inclusion instructional facility. Two years were dedicated to development in effective communication, daily collaboration, data interpretation, and data-driven decision-making. Faculty and staff are currently participating in professional development including curriculum, assessment and instructional changes addressing content and process standards of the Common Core State Standards in Reading/Language Arts, Mathematics and STEM. Two, 60-minute professional development sessions are facilitated monthly by three teachers trained during the 2011 Summer Teachers' Effectiveness Academy. Topics address content and process standards, instructional strategies, changes in assessment procedures/formats and sample lesson plans featuring the transdisciplinary instructional approach integrating content areas. Pocomoke Elementary School provides teacher preparation ensuring readiness to support community youth in graduating globally competitive, in college and career opportunities, thus ending generational poverty.

Our norm for professional development mandates teacher and paraprofessional training be data-driven, responsive to student academic need, thorough, research-based and high quality. Administrators monitor professional development advocating training delivery in brief incremental steps. Teachers implement first steps with follow-up training permitting reflection regarding the impact on student growth and performance. Follow-up training sessions adhere first to the experiences of trainees within the classroom, address the successes and concerns, and end with additional training extensions to be implemented as next steps. Administrators attend professional development sessions obtaining awareness of training components to be observed within classrooms. Care is given not to overwhelm educators with sudden, unprepared changes in routine, instruction, assessment, management, etc. Each year, faculty and staff members are provided a professional development notebook where training materials can be sequentially added as training sessions begin. By year's end, notebooks contain research-based guidelines,

documentation, ideas and materials available for review and application for the new school year. Significant professional development activities are first introduced within the early childhood grades. Gradually, extension is made to advanced grades over time, particularly if transition requires substantial resources, manpower and time for diligent implementation. Recent professional development has also included implementation of reading/math formative assessments, instructional lessons using SMART technology, technology integration across content areas and Common Core State Standards including Math, Reading, STEM and Writing frameworks. All paraprofessional training is directly correlated with professional development provided to faculty. Paraprofessionals, genuinely valued as integral components of the educational experience, must also be highly skilled in the implementation of new policies, interventions and strategies for the academic advancement of all students.

7. School Leadership:

The driving force behind PES success is the facilitative leadership approach outlined in our school improvement Accreditation for Growth (AFG) Action Plan. The administrative team consisting of the principal, assistant principal, curriculum resource teacher, technology coach and guidance counselor monitors the action plan development process, implementation and timely feedback. Each Action Plan goal (Academic Achievement, Character Education, Technology Proficiency and Parent Involvement) is addressed by a correlating Action Team composed of school and community stakeholders who monitor and evaluate goal progress. Action Teams report status to the overall AFG Action Plan Team giving each teacher, paraprofessional, staff and community member representation in overall school leadership. The administrative team monitors student progress, procures situation-specific professional development, oversees dissemination of information to school stakeholders and facilitates school improvement. The instructional partnership between administration and faculty yields a collective sense of commitment and high academic expectations for every child. The administration, teachers and paraprofessional staff embrace a safe, nurturing environment where students and staff feel enthusiastic about learning and sharing ideas. Our school community embraces each child with a “lead by example” approach as reflected in our school motto: Every Child Achieving, Every Adult Contributing. Our AFG leadership team, representing all school stakeholders, assembles quarterly to review disaggregated MSA data, reading/math county benchmark results, grade level/special area assessments, student technology proficiency and SuccessMaker Math Lab reports. The administrative team monitors data collection and analysis, provides staff development in data interpretation and ensures purposeful daily instructional decision making within grade level teams.

As building instructional leader, the principal assigns staff to grade level positions based upon student needs and staff expertise. He and the administrative team assume the role of “teacher,” each conducting individual remedial lessons for students in their final year at PES who struggle to meet grade level academic expectations. Daily collaborative planning among grade levels, with periodic administrator attendance, provides opportunity for daily teacher reflection upon student performance. Self-reflection and staff expertise result in trusted mentoring relationships. The administration is committed to flexibility and timely response regarding concerns in student performance. Classroom and co-teaching special education teachers meet quarterly with the administration to review goal mastery outlined in Individual Student Plans for Success. Administrative staff and individual teachers meet quarterly to discuss observations during Student Work Reviews during which reading/math work samples are reviewed for each student across grade levels. Research-based interventions, rescheduling support personnel, classroom management, staff development, resource materials, technology support, and the mental/physical/emotional health of individual students are discussed as applicable. The administrative team conducts “walk-throughs” within each grade level to informally observe student activities, daily instructional objectives and differentiated instruction. Classroom observations, conducted at least twice yearly for tenured teachers, indicate specific commendations and recommendations to maximize professional growth and student performance. The principal and assistant principal share expectations with the instructional staff regarding effective utilization of best practices and research-based instructional strategies.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Pearson Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	98	94	86	76
Advanced	78	58	49	32	30
Number of students tested	77	101	90	78	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	98	98	93	86	66
Advanced	73	51	38	30	18
Number of students tested	52	61	56	49	50
2. African American Students					
Proficient plus Advanced	97	100	92	78	63
Advanced	72	37	41	22	17
Number of students tested	32	43	47	37	48
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	2	2	
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	4	5	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	4	3	1
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Pearson Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	93	89	89	81
Advanced	40	21	24	21	24
Number of students tested	77	101	90	78	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	96	90	84	88	70
Advanced	33	16	21	13	10
Number of students tested	52	61	56	49	50
2. African American Students					
Proficient plus Advanced	94	88	83	87	69
Advanced	22	12	13	8	4
Number of students tested	32	43	47	37	48
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	2	2	
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	4	5	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	4	3	1
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	98	94	86	76
Advanced	78	58	49	32	30
Number of students tested	77	101	90	78	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	98	98	93	86	66
Advanced	73	51	38	30	18
Number of students tested	52	61	56	49	50
2. African American Students					
Proficient plus Advanced	97	100	92	78	63
Advanced	72	37	41	22	17
Number of students tested	32	43	47	37	48
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	2	2	0
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	4	5	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	4	3	1
6. Caucasian					
Proficient plus Advanced	100	98	98	92	94
Advanced	88	76	60	42	47
Number of students tested	40	49	40	28	34
NOTES:					

12MD6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	93	89	89	81
Advanced	40	21	24	21	24
Number of students tested	77	101	90	78	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	96	90	84	88	70
Advanced	33	16	21	13	10
Number of students tested	52	61	56	49	50
2. African American Students					
Proficient plus Advanced	94	88	83	87	69
Advanced	22	12	13	8	4
Number of students tested	32	43	47	37	48
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	2	2	0
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	4	5	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	4	3	1
6. Caucasian					
Proficient plus Advanced	100	98	98	90	97
Advanced	55	29	40	32	50
Number of students tested	40	49	40	38	34
NOTES:					

12MD6